DOCUMENT RESUME

ED 025 867 EC 002 853

A Continuing Program for Mentally Retarded Pupils in the Warwick Public Schools, Grades 7-12.
Warwick School District, R.I.
Pub Date Sep 67
Note-55p.
EDRS Price MF-$0.25 HC-$2.85
Descriptors-Activity Learning, Activity Units, Citizenship Responsibility, Consumer Education, *Curriculum, Curriculum Guides, Educable Mentally Handicapped, *Exceptional Child Education, Family Life Education, Health Education, *Homemaking Education, *Mentally Handicapped, Secondary School Students, Student Adjustment, *Vocational Education, Work Experience Programs

A job training and work experience program for educable mentally handicapped (EMR) students in grades 7 to 12 is presented in this curriculum guide. The EMR student is defined and the parent teacher relationship, organization of educable classes, overall goals of secondary instruction, and the instructional work experience program (including the purpose and criteria for admission, are described. Units included cover home, school, and community living; basic health needs; nutritional needs; management of materials and money; finding and applying for a job; and study of available vocational opportunities. Each unit gives objectives and the unit summary as well as approach, core, and culminating and evaluation activities. Classroom activities in this activity learning program are related to the work experience. Appendixes are copies of forms covering parent-student-school agreement, student information, student school agreement, student progress, and the certificate of achievement. Vocational rehabilitation services and an 18-item bibliography are also included. (SN)

EDO 25867

A CONTINUING PROGRAM FOR MENTALLY RETARDED PUPILS IN SECONDARY SCHOOL

EC 002 853

Public Schools of
WARWICK, RHODE ISLAND

No. 0803 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A CONTINUING PROGRAM

for

MENTALLY RETARDED PUPILS

in the

WARWICK PUBLIC SCHOOLS

Grades 7-12

Published by the Warwick School Department
Warwick, Rhode Island
September, 1967

EC 008 853

Dr. R. Bowen Hardesty
Superintendent of Schools

TABLE OF CONTENTS

		Page
ACKNOWLEDGMENT		i
INTRODUCTION		ii
POLICIES		
	Definition of Educable Mentally Retarded	1
	Parent-Teacher Relationship	2
	Organization of Educable Classes	3
	Overall Goals of Secondary Instruction	6
	Instructional-Work Experience Program	8
	Purpose	
	Criteria for Admission	
CURRICULUM		
Unit I	Home, School and Community Living	9
Unit II	Basic Health Needs	15
Unit III	- Nutritional Needs	20
Unit IV	- Management of Materials and Money	23
Unit V	- Finding and Applying for A Job	33
Unit VI	- Study of Available Vocational Opportunities	38
APPENDIX		
Appendix I	- Vocational Rehabilitation Services	42
Appendix II	- Parent-Student-School Agreement	43
Appendix III	- Student Information Form	44
Appendix IV	- Progress Report for Instructional-Work Experience Program	45
Appendix V	- Certificate of Achievement	46
BIBLIOGRAPHY		47

ACKNOWLEDGMENT

Grateful acknowledgment is made to the persons named below who participated in a workshop held at Pilgrim High School from June 23, 1967, to July 1, 1967, in order to prepare this guide for the educable mentally retarded on the secondary level.

Chairman

Mrs. Gertrude B. Davis
Supervisor, Mentally Handicapped
Warwick School Department

Special Assistants

Dr. Edward G. Hunt
Director of Curriculum
Warwick School Department

Mr. Henry C. Lemire
Director of Special Services
Warwick School Department

Resource Persons

Mr. Joseph Cote	Voc. Rehabilation Counselor, State Dept. of Ed.
Mr. Chester Douglas	Supervisor of Industrial Arts, Warwick
Mrs. Dorothy Mayor	Supervisor of Homemaking, Warwick
Mr. William O'Brien	Business-Industry-School Coordinator, Warwick
Mr. Paul Sherlock	Prof. of Special Education, R. I. College

Workshop Participants

Mrs. Betty Abel
Mr. Philip Farrocco
Mr. Francesco Gallo
Mr. Richard Johnson
Mr. John Judge
Mrs. Rita Klaameyer

INTRODUCTION

Since 1950 Warwick has been providing services to meet the needs of mentally handicapped pupils from elementary through junior high school. Today there is widespread public and professional acceptance of the belief that most of the mentally handicapped can be helped to become self-sufficient and contributing members of society if they receive adequate education and other necessary services. Consequently, there is widespread interest concerning the organization and development of effective special class curricula for the mentally handicapped.

The work study program for educable mentally handicapped students in the Warwick senior high schools was begun in September 1963 at Pilgrim High School and in 1964 at Veterans Memorial High School. This provides a totally different school program, planned to prepare the individual for the contribution he may make to society. It provides those special services which will give him sufficient freedom to develop his capabilities for self-support, and sufficient protection from the strains of competition to help him to utilize his capabilities and keep him from becoming discouraged. It is believed that the retarded have a potential contribution to make to the world in which they live, and that it is a primary function of education to help the retarded to reach such potentialities.

In order to revise the present curriculum and develop new techniques, a summer workshop was held at Pilgrim High School from June 23 to July 1, 1967, and the following tasks were completed.

1. Revised the Junior High School curriculum guide, and developed this secondary guide for the Instructional-Work Experience Program.

2. Devised a Parent-Student-School agreement form for initial acceptance into the program.

3. Devised a student information form.

4. Compiled a progress report for evaluating the work habits of the student on the job, and his rapport with fellow workers.

5. Devised a certificate of achievement to be awarded at the completion of the program.

It is anticipated that the secondary program for the mentally handicapped will be improved because of these workshop accomplishments. The success of a special class program as an integral part of the school is partially dependent upon the relationships maintained within the school. These relationships should be conducive to good rapport between the special class, the administration, regular class teachers,and the entire school staff. Hopefully the successful implementation of this curriculum will be realized with the cooperation of all who are involved in the program.

DEFINITION OF EDUCABLE MENTALLY RETARDED

The Educable Mentally Retarded child as defined by state regulation is a child who functions at the time of school evaluation: on a psychometric level (as measured by standardized and clinical tests) that is characterized by general inability to succeed in school related tasks; on an academic achievement level (as measured by standardized and informal tests) significantly below average age performance; without necessarily being impaired in either maturation or social adjustment; and, insofar as is determinable, with learning limitations not associated with symptoms of primary personality or sensory deterioration.

The educable retarded child is unable to profit adequately from the regular school program but does have the ability to acquire those educational, personal, social and vocational skills which hopefully will result in independence in adulthood, and is educable in that he is able to acquire and use basic skills in the academic areas.

PARENT-TEACHER RELATIONSHIP

The problems of adjustment for the mentally handicapped are many. These problems automatically become problems of adjustment for parents. Teachers of the mentally handicapped should be mindful in working with parents, that the problem of having a retarded child is a continuing one, not something that happens and is ended. Regardless of the degree of acceptance on the part of a parent, new and continued disappointments are bound to occur. As their child increases in chronological age, the awareness of things he can't do also increases. It is difficult for parents to accept such limitations in a child but, it is easier for them to do so when a helpful program is being offered.

Teachers of the mentally handicapped need as much background knowledge of each child as it is possible to obtain. It is important that they become familiar with home conditions, and their impact on the educational program contemplated for the child. Parents of these children need a sympathetic person to whom they can turn to discuss their problems and express their anxieties. The special class teacher serves a key role in providing this vitally needed assistance and in assuring the parents that the special class is a necessary and important part of the public schools.

ORGANIZATION OF EDUCABLE CLASSES

In each of the four educable class divisions - primary, intermediate, junior high school, and high school - there are skills, experiences, and concepts peculiar to each level. However, certain skills, experiences, and concepts encompass all areas. All these experiences should be brought about in a developmental and sequential order.

1. Primary Level - C. A. 6-10
   M. A. 4-6

   Some of the activities upon which the primary curriculum is based and upon which adequate attitudes and habits are built are:

   a. Health, mental and physical
   b. Social experience
   c. Readiness activities
   d. Visual and auditory discrimination
   e. Language and speech
   f. Quantitative concepts
   g. Motor skills
   h. Familiarity with common materials

2. Intermediate Level - C. A. 10-13
   M. A. 6-9

   In addition to the continuation of development of the primary level skills, two major areas are stressed at the intermediate level.

   a. Improving of general living skills.
   b. Acquiring proficiency in the understanding and application of academic skills.

3. Junior High Level - C. A. 13-15
   M. A. 7-10

   This is the period of time when the social and academic skills learned at the primary and intermediate levels are consolidated.

   a. Provision is to be made here for greater and more varied application of academic skills.
   b. Emphasis should be placed on a greater variety of pre-vocational skills, and the expanded opportunity for more varied social experiences.

c. Familiarizing students with vocational opportunities and requirements necessary for occupational success.

4. Junior High Curriculum for Mentally Handicapped

Introduction of the school job training program for students in occupational education at the junior high school level is intended to bridge the gap between school and the independent world of work.

In view of this the following units of experience are presented so as to provide each educable student with at least a minimum of pre-occupational information.

a. Home, School and Community Living
b. Basic Health Needs
c. Nutritional Needs
d. Management of Materials and Money
e. Finding and Applying for a Job
f. Study of Available Vocational Opportunities
    1) Social Security
    2) Vocational Rehabilitation Services

5. Activities in classroom situations are suggested in each area with a four-fold purpose.

a. To further knowledge in that area
b. To insure meaning in that area
c. To develop values in that area
d. To give practice in skills needed in that area

6. With these objectives in mind it is suggested that the curriculum give emphasis to these areas:

a. Introduction to the world of work
b. Home and family living
c. Community membership
d. Leisure time activities

7. Senior High Level - C. A. 16-21
M. A. 8-12

8. The Senior High program is referred to as an Instructional-Work Experience program. It gives the student an opportunity to have first hand experience in developing confidence in his ability to perform successfully various jobs for the purpose of earning his own living.

9. Rationale of Senior High Program for Mentally Handicapped

In the past ten years there has been increased awareness that educable mentally handicapped children need more than an academic school program if they are to become self-sufficient adults. One result of this awareness has been the development of programs designed to bridge the gap between school and community living, through providing work experiences for retarded youth as a part of his school training.

a. On the primary level the child should be exposed to the idea that work is a part of living, and be encouraged to think in terms of the work he would like to do when he grows up. Role playing helps to reinforce this. On the intermediate level the same pattern may be followed with the child at this age (10-12) years becoming aware of the different kinds of work in the community and the importance for all to work, how he can become a contributing member of his own family by helping his parents at home, and how he can make his contribution as a helper at school.

b. When he reaches Junior High school, the child is an adolescent (14-16) years). Now he discovers that there are many jobs in the community with many different work requirements, and he begins to differentiate areas of interest. The Senior High program can be most effective for those who bring these ideas with them.

c. When students enter the Instructional-Work Experience program in secondary schools, their intellectual capacities have already been assessed through individual intelligence tests, case histories and cumulative records. The potential abilities of students, however, can probably never be fully assessed beforehand. Therefore, experiences throughout school should be directed toward assessment of individual capabilities, and then directed toward individualized instruction to assist in overcoming deficiencies. This is true not only in academic areas, but also in "saleable skills" such as handling money, personal care, hygiene, ability to use telephone and telephone directory and attitude toward employment, self, and society.

d. Community acceptance of the retarded child is very important; however, this is an area which is often neglected. The parents, general public, and the school staff need to be ready to provide an environment for the special education program which will be warm, understanding and informed.

OVERALL GOALS OF SECONDARY INSTRUCTION

The Secondary Program for Mentally Handicapped provides for the kind of practical training and education that will keep children in school and prepare them for their role in life. The goals of such a program are to encourage the mastery of academic skills commensurate with the child's mental capacity. Emphasis is placed on the communicative skills which enable the child to get and hold a job, and development of personality traits which will assist the child to grow into an acceptable and contributing citizen. At junior high school level, opportunities are related to vocational interests and to the need for information concerning jobs. Knowledge of the nature of probable work opportunities is emphasized.

At the senior high school level, advancement is based on the fact that these students are now ready for a school-work program. At this level, the special class teacher, the business-industry-school coordinator, and the employer plan together with each child who works part-time and attends school part-time.

Classroom activities are closely related to the work experience. Such things as filling out application forms, applying for work permits, and personal conduct during interviews with employers are stressed.

Mentally handicapped children on the secondary level should have equal opportunities with all other children in the following areas:

1. Metal and wood shops
2. Homemaking
3. Crafts
4. Art

5. Orchestra, glee club, and regular music classes

6. Physical education

7. Guidance

8. Health

The secondary curriculum for the mentally handicapped must always serve a twofold purpose. The student must be taught skills in the classroom that eventually will be needed for getting a job and for everyday living. He must also be given opportunities for work training where he can practice these skills. Implementation of this curriculum into the program will, we hope, help to develop further competencies in the following areas:

1. Help the youth to develop confidence in his ability to earn a living.

2. Increase his ability to get along with his fellow men.

3. Teach good grooming, promptness and dependability as assets to holding a job.

4. Teach vocabulary skills necessary for keeping various jobs.

5. Develop an appreciation of the value of money, and its wise usage.

6. Develop a sense of security and independence.

7. Provide the community with workers who are realistically trained.

8. Increase cooperation between school, home and community.

INSTRUCTIONAL-WORK EXPERIENCE PROGRAM

Purpose

The Instructional-Work Experience program on the secondary level must provide academic, social and vocational training, and on-the-job training placement, commensurate with the student's mental development. The mentally handicapped child is entitled to those school experiences which will enable him to adjust to life in his community and become a contributing member of society.

Criteria for Admission

The secondary program is intended for those students who:

1. Have a mental ability with an I.Q. between 50 and 80, as established by a psychological examination.
2. Have had a history of low school achievement.
3. Show sufficient emotional stability and social competence to be considered educable.

The eligibility of a pupil is determined at a group conference which includes parents and school personnel. All pertinent sources of pupil information such as case history, health records, psychological reports, and cumulative records of school achievement are reviewed.

The ultimate goal of self-sufficiency and independent living must be reasonably apparent.

UNIT I: HOME, SCHOOL AND COMMUNITY LIVING

I. Objectives of the Unit

A. To enable the educable mentally handicapped pupils to become socially adequate members of their families, school, and community.

1. Attitudes and Appreciations

a. To develop a sense of personal pride, community pride and a sense of responsibility for improving themselves and their surroundings.

2. Understandings

a. To develop an understanding of how and why people must depend upon one another.
b. To draw from the pupil's own experiences ways of helping him to understand and appreciate his family, friends, and surroundings.

3. Skills and Habits

a. To develop satisfactory personal, family, school, and social relationships.

b. To develop the capacity to work and play with others.

B. Unit Summary

1. The Family

a. Responsibilities and work of parents and children
b. Social responsibilities
c. Recreational opportunities
d. The family budget

2. The Home

a. Types of homes
b. Furnishing the home
c. Care of the home and yard
d. Safety in the home

3. The School

a. Familiarity of the school building and program
b. Importance of cooperative citizenship, safety, and regulations
c. School officials and their duties

4. The Community

   a. Cooperative citizenship in the neighborhood and community
   b. City officials and their duties
   c. Safety and respect for laws

5. Places of interest in Warwick

   a. Public buildings, parks and beaches, and places of historical interest

6. Public Services

   a. Transportation, communication, utilities
   b. Protective and health services

7. Growth of Warwick

   a. Home, industry, school, church developments

II. Activities

A. Motivating Activities

1. Discussion: Talk about families and ask each member of the class to bring in pictures if they have any. If they all have pictures of themselves, set up a bulletin board and call it the school family.

2. Elicit ideas from class members as to family responsibilities.

3. List or chart jobs performed by family workers as children talk about father's work, etc.

4. Discuss role of school officials.

5. Talk about layout of school.

6. Have a "library" including printed matter relative to home, school, and community.

7. Issue "Home, School and Community Living" folders for keeping of papers and projects done during unit.

B. Core Activities

1. The Family

   a. Recall discussions about the work performed by family members

   b. Discuss the role of parents and why children should accept parental authority.

c. Read stories from books and newspapers relative to family membership and responsibilities. Encourage viewing of selected and worthwhile programs relative to family living.

d. Make charts and short stories about family responsibilities and have children list and learn vocabulary relative to the family.

e. Have children write, read, and illustrate stories about families.

f. Discuss and plan a family "budget". Have children make out budgets for themselves and use for the interpretation and practice of number facts.

g. List occupations of family members.

h. Discuss the family's leisure time activities.

i. Discuss the values of good family health practices.

2. The Home

a. Discuss various homes and have children bring in pictures of home.

b. Read stories and have children write about different kinds of homes.

c. Read stories children write and discuss reasons why each house has an address including a zip code number. Practice writing names and addresses. Include telephone numbers.

d. Use house numbers, and home expenses for instruction in number facts.

e. Have children draw pictures of homes and discuss materials used for construction.

f. Discuss importance of safety in the home.

g. Make booklets of different kinds of homes and have children write sentences under pictures.

3. The School

a. Discuss the reasons for schools. Write the name of the school for orientation purposes.

b. Take a trip around and through the school for orientation purposes.

c. Discuss school expenses including equipment and lunch costs. Use this information for the practice of number facts. Have the children write out personal school expenses. Discuss and practice counting change.

d. Read stories and poems about the school and have children write their impressions of school. Read children's stories.

e. Discuss school rules. Read any printed materials relative to school rules. Have children discuss ways to make school a better place to learn.

f. Have children bring in plants and flowers and use them as a means of teaching scientific principles.

g. Plan for the development of an aquarium. Discuss and establish vocabulary to include the uses of light, heat, and water and their importance for every day living in their relation to people and animals. Read books and pamphlets on light, heat and water and secure visual aids including movies and filmstrips on these topics.

4. The Community

a. Discuss the needs for cooperation in the community. Discuss the importance of helping one another and for each one assuming responsibilities to make the community pleasant and function smoothly.

b. Read books and pamphlets about the city of Warwick and have community officials or members of community resource staffs visit the class.

c. Have children cut out news articles and pictures relative to city officials and the city. Read and discuss the clippings.

d. Invite police and firemen to visit the class to discuss their jobs. Read books and stories about police and firemen's activities.

e. Discuss laws and the need for them. Emphasize respect for law.

f. Have teacher and children write about the community and the way they can make the community a better place in which to live. Have children list ways of becoming a good citizen.

g. Make posters on various aspects of safety and discuss fire prevention week.

h. Talk about the city budget and how the city gets money to operate school, police, fire, and other departments.

i. Obtain a city map of Warwick and help children to locate areas of their homes, schools, churches, public buildings, and places of interest.

5. Places of Interest in the City

a. Talk about public buildings, churches, parks and beaches, and places of historical interest.

b. List the names of the above places and have the children write about them.

c. Arrange field trips to places of interest in the city.

6. Public Services

a. Discuss and list the various public services including transportation, communication, utilities -protective and hygienic.

b. Visit locations of the above services. Collect written materials published or printed by the various service organizations.

c. Have the children discuss the trips, read about the services, and write stories pertinent to these services.

d. Arrange trips on public transportation vehicles. Discuss fares. Incorporate arithmetic skills and concepts and have children count money and make change using actual fare rates.

e. List all the methods of transportation and use for vocabulary and writing experiences. Discuss and list costs for different kinds of transportation.

f. List various kinds of communication. Discuss the importance of the telephone, radio, and television. Use the costs of these services and appliances for number facts instruction and budget consideration. Arrange various arithmetic activities relative to communication.

g. Obtain a telephone for classroom use. Discuss telephone manners, methods of dialing local and long distance calls.

h. List and discuss public utilities and the uses of light, heat, water and gas. Discuss costs of public utilities and arrange charts and posters showing how and why they are used.

i. Discuss the various hygienic services,such as garbage and trash collections and their importance in relation to health and safety. Emphasize the importance of having people to perform these very important jobs.

7. The Expanding City

a. Discuss the rapid expansion of the city of Warwick and how it creates the need for new schools, churches, etc.

b. Use this discussion to show how new homes and buildings expand job opportunities. Arrange a visit to a construction project. Read books or stories printed about Warwick some time ago to indicate growth of the city. Have the children cut out news stories or articles relative to city growth.

C. Culminating Activities

1. Plan an exhibit of the work done on this unit.

a. Individual folders containing written work done by each member of the class.

b. Display of group work, charts, vocabulary lists and arithmetic.

2. Plan a program for invited guests.

a. Select committees of two or three children each to explain and demonstrate skills learned during the unit.

D. Evaluation of Activities

1. Tests

a. Reading, spelling, and arithmetic tests on materials covered during the unit.

2. Records

a. Note pupil progress during the unit.

b. Record comments by pupils during the unit and by people who observed the work and the demonstration.

3. Discussion

a. Teacher-pupil discussions. Have the pupils discuss significant knowledge they gained from studying this unit.

UNIT II: BASIC HEALTH NEEDS

I. Objectives of the Unit

A. To provide the retarded children with experiences which will foster the promotion of healthy living practices.

B. Unit Summary

1. Personal Hygiene and Grooming

a. Care of the body and clothing
b. Dressing properly for various occasions

2. Importance of proper rest, fresh air and sunshine

a. Sleep and rest
b. Fresh air and sunshine

3. Medical and dental examinations

a. Available medical services
b. Importance of periodic examinations

4. The parts of the body

a. Care of the various parts of the body

1) Eyes, ears, nose and throat
2) Teeth
3) Skin and hair
4) Joints, muscles and bones

b. Good Posture

1) Importance of good posture
2) Means to achieve good posture

II. Activities

A. Approach Activities

1. Provide books, pamphlets and posters relative to health.

2. Have the children describe the actions they take daily to maintain health.

3. Show the importance of a fundamental knowledge of first aid. Display simple first aid kit.

B. Core Activities

1. Personal Hygiene and Grooming

a. Read a story or poem which depicts good personal hygiene and grooming.

1) Have the children list the methods of hygiene and grooming brought out in the story or poem. Have them add health habits not mentioned in the reading. Chart health habits listed and talked about.

2) Teacher-children discussion about necessity for good health habits.

3) Make a display illustrating daily health habits.

4) Discuss the costs of equipment necessary for carrying out daily health practices. Develop problems and examples.

2. Importance of proper rest, fresh air and sunshine

a. Discuss the amount of rest and sleep people need to be able to fully benefit from waking hours.

b. Divide the day into periods of rest, sleep and work. Develop time concepts and instruct in telling time.

c. Make or secure a clock poster for use in time concepts instruction. Practice setting the hands of the clock for different sleep schedules.

d. Use skills learned to develop problems and examples relating to hours people should sleep, etc.

e. Elicit reasons for getting fresh air and sunshine. Have children figure out how much time they spend out of doors in a day or week. Discuss outdoor recreational activities and the value of such activities.

1) List the seasons of the year and have children describe the clothing appropriate for each season.

3. Medical and Dental Examinations

a. Discuss the care of teeth. Have the children demonstrate how they brush their teeth and make corrections to insure up and down strokes and the brushing of the inside as well as the outside.

b. Ask the children to tell about other aids used for the care of teeth. List dental floss and mouth wash and emphasize their importance in caring for the teeth.

c. Discuss dentists and have the children relate their experiences. Emphasize the importance of periodic visits to the dentist.

d. Either arrange a field trip to a dentist's office or clinic, or have a dentist visit the class to discuss dental care.

e. Obtain posters showing proper dental care procedures.

f. Have the children list the equipment necessary for personal dental care and the cost of these articles. Develop examples and problems using the prices of tooth brushes, tooth paste or powder, dental floss, and mouth wash. Make home made tooth powder. Have the children work out problems and play the role of drug store clerks selling dental supplies, making change, etc.

g. Pupil-teacher involvement in writing paragraphs or stories on personal dental care using the vocabulary learned in this unit.

h. Discuss health and draw from the children's experiences with doctors and hospitals to bring out the importance of periodic physical examinations. Arrange a visit to a hospital or have the school doctor visit the class to discuss health.

i. Discuss vaccination and immunization for protection against various diseases.

j. Discuss minor illnesses such as colds, and emphasize the importance of bringing them to the attention of a doctor.

k. Emphasize the importance of regular check-ups.

4. The Physical Make-Up of the Human Body

a. Display a poster showing the various parts of the body. Develop a vocabulary list including the names of the parts of the body and write sentences using these words.

b. Discuss the importance of all the parts of the body for the proper functioning of the body.

1) Ask the children to tell how they take care of their eyes. Stress the importance of rest and proper lighting. Construct a poster depicting "do's and don'ts"for proper eye care.

2) Discuss the care of the ears and the importance of cleaning them properly. Emphasize the correct way to clean the ears and the avoidance of the use of sharp articles for clearing out wax. Stress the importance of avoiding the use of loud gadgets too close to the ears or yelling or shouting into people's ears.

3) Discuss the importance of daily bathing and the frequent washing of the hair for health and appearance purposes. Stress the importance of having hair trim and well-groomed. Procure directions for soap and shampoo use. Have the children read the directions and stress the importance of reading directions when using brands unknown to them.

4) List the names and prices of various cosmetics and lotions. Have the children read these names and use the prices for arithmetic problems and examples.

5) Discuss the various joints, muscles, and bones and emphasize the value of daily exercises to use muscles and joints which might not ordinarily be used in the course of the day.

6) Discuss the proper care of feet and have the children tell why it is important that shoes and socks fit properly. Make a shoe shine kit. Stress the desirability of changing socks at least every day.

7) Prepare make-up kit. Demonstrate principles of good make-up.

8) Prepare a manicure kit.

9) Demonstrate practical first-aid techniques as applicable to accidents in home, school, community.

10) Demonstrate proper way to wash and set hair. (Girls)

C. Culminating Activities

1. Arrange posters and charts made during the working out of the unit. Have the children read and explain each chart.

2. Have the children write the things they learned about Basic Health Needs.

D. Evaluating Activities

1. Review lists of vocabulary and arithmetic skills and concepts learned during the unit.

   a. Develop vocabulary tests for word meaning, usage, and spelling.
   b. Test arithmetic skills and concepts learned.

2. Develop evaluative instruments which can indicate the extent of learning of basic health facts.

3. Have children demonstrate first-aid techniques learned in this unit.

UNIT III: NUTRITIONAL NEEDS

I. Objectives of the Unit

A. Awareness of the importance of proper eating habits and an understanding of foods that constitute a balanced diet and the methods of selecting and preparing foods.

B. Unit Summary

1. Developing good eating habits

   a. Necessary for healthful living
   b. The basic foods
   c. A balanced diet

2. Selecting and purchasing foods

   a. Stores and markets
   b. Planning for economical buying
   c. Tabulating food costs
   d. Familiarizing students with different food labels, sizes, weights, and measures.

3. Preparing and serving of food in the home

   a. Care and storage
   b. Preparing meals
   c. Serving in the home
   d. Learning proper table manners

II. Activities

A. Approach Activities

1. Display colorful and appetizing pictures of foods. Discuss why we eat foods and elicit ideas from the children relative to eating practices. List the foods mentioned by children and discuss their value in relation to a proper diet.

2. When required, provide actual contact with various food commodities.

3. Have the children make lists of their favorite foods.

4. Plan a field trip to a farm, supermarket, dairy, bakery.

B. Core Activities

1. The necessity for developing good eating habits to maintain physical well being.

   a. List the seven basic foods

      1) Have the children copy the lists and tell all they know about these foods.
      2) Explain that a balanced diet consists of eating some form of the basic foods every day.
      3) Teach basic body-building nutrients (proteins, carbohydrates, etc.

   b. Have the children cut out or draw pictures of basic foods and make a poster. Label the foods.

   c. Assign committees to make posters depicting a well-balanced breakfast, dinner, and supper. Have the children discuss, illustrate, and label well-balanced meals.

   d. Discuss, read about, and encourage the practice of good table manners.

      1) Have a complete setting of tableware and silverware for instruction in table manners.
      2) Arrange a field trip which necessitates eating out. Stress role-playing socio-drama techniques at this time, preliminary to actual field trip.
      3) Emphasize the importance of the constant practice of good table manners.

2. Selecting and Purchasing Foods

   a. Trip to grocery to teach economical buying.
   b. Use newspaper ads and store flyers to compare prices.
   c. Read and write grocery lists, labels on food items and recipes.
   d. Problems dealing with arithmetic found in recipes and food buying.

3. Preparation of food in the home

   a. Discuss the reasons for refrigeration and list the foods that should be kept in the refrigerator.

   b. Explain and discuss ways of storing non-refrigerated uncanned foods such as fruit, potatoes, etc.

   c. Plan, cook, and serve a meal.

1) Have children develop simple menus for breakfast, lunch, and supper. Chart these and use for vocabulary, arithmetic, and science instruction.
2) Arrange special visits to home economics department to reinforce learnings in weights and measures and use of stoves, refrigerators, etc.

d. Have reading matter available which will aid in developing skills in serving and eating a meal properly.

1) Role play serving meals using actual table setting.
2) Discuss the proper ways to use silverware.
3) Encourage children to practice serving in their homes.

C. Culminating Activities

1. Display the posters, charts, drawings, individual folders, and vocabulary lists made for the unit. Have children read and discuss them.

D. Evaluation Activities

1. Test children on spelling of vocabulary words learned during unit. Test arithmetic skills learned during unit.

2. Review the use of foods vocabulary including the names of foods and measures of foods.

3. Teacher-Pupil discussion and nomenclature of materials covered in unit.

UNIT IV: MANAGEMENT OF MATERIALS AND MONEY

I. Objectives of the Unit

A. To provide learnings which will enable the pupils to use income wisely and to develop various methods of purchasing and saving.

B. Unit Summary

1. General Budgeting

a. Knowledge of sources of income and expenses
b. Regular essential expenses

1) Shelter
2) Food
3) Clothing
4) Health
5) Transportation

c. Non-essential budget items

1) Recreation
2) Miscellaneous

2. Budgeting for shelter

a. Owning a home

1) Mortgage
2) Taxes
3) Insurance
4) Utilities
5) Upkeep
6) Responsibilities of ownership

b. Renting a home

1) Entire house
2) Flat
3) Apartments, furnished and unfurnished
4) Responsibilities when renting

c. Household items other than rent

1) Utilities
2) Furniture

3. Budgeting for food

a. Health is dependent upon adequate food
b. Planning for buying in relation to basic food requirements (covered in "Foods" unit).

1) Buying in large markets
2) Buying in small stores
3) Buying at fruit and vegetable stands
4) Commercial eating establishments

4. Budgeting for clothing

a. Basic clothing needs

1) Work
2) Play
3) Dress

b. Budgeting for upkeep of clothing

1) Cleaning
2) Repairing

c. Budgeting for new clothes

1) Based upon need in relation to other family members' needs
2) Distribution of buying over the years
3) Seasonal needs
4) Seasonal sales

5. Budgeting for health

a. Planning for healthful living

1) Medical bills and prescriptions
2) Dental bills

b. Insurance plans

1) Blue Cross and Physician's Service
2) Life Insurance
3) Accident Insurance

c. Budgeting for preventive medicine

1) Regular check-ups - medical and dental

6. Budgeting for transportation

a. Costs of various types of transportation

1) Taxi
2) Bus
3) Private car
4) Train
5) Airplane
6) Car pools

b. Figuring transportation costs when selecting a job

7. Budgeting for recreation

a. Various kinds of recreation

1) Family recreation
2) Individual and group recreation
3) Emphasis on healthful participating recreation as opposed to spectator and undesirable gambling associated recreational pursuits

b. Need for budgeting for recreation
c. Consideration of costs

1) Admissions
2) Transportation
3) Refreshments
4) Cost of equipment
5) Lodging

8. Miscellaneous budgeting

a. Taxes and fees for licenses

1) Income
2) Social Security
3) State and federal taxes
4) Licenses

b. Donations to charities and churches
c. Gifts

1) Types and occasions

9. Ways of buying groceries and foods are covered in "Foods" unit

a. Cash
b. Installment buying
c. Loans

10. Bank and Checking Accounts

a. Opening an account
b. Deposits, withdrawals
c. Checks and money orders

II. Activities

A. Approach Activities

1. Inventory of equipment in the rooms. List the topics mentioned by class members on chalkboard or chart.

2. Display, read, and discuss merchandise, catalogues, and advertisements relative to purchase to be made in light of value and wise buying.

3. Class discussion of personal belongings. Bring into discussion items not mentioned by the children.

4. Have the children relate their expenses, spending and saving experiences. Discuss benefit of banking.

5. Issue "Budgeting and Buying" folders for keeping papers and projects done during unit.

B. Core Activities

1. General Budgeting

a. Strive for a knowledge of total income through the guided use of a "students' budget plan blank."

b. Have the children list their incomes in "money I receive" column and expenses in "money I spend" column.

c. List, read, and discuss basic budget vocabulary: wages, allowance, savings, rent, utilities, food, transportation, insurance, recreation, clothing, shelter, etc.

d. Teacher-Pupil discussion about budget items essential for living.

e. Use children's plans for purchasing a desired item such as a game, boat, tool, etc., for examples of sound budget planning.

f. Have children-teacher plan a practice budgeting experience.

2. Budgeting for Shelter

a. Discuss renting a home, flat, and furnished and unfurnished apartment.

b. Discuss home ownership and related financial obligations: mortgage, taxes, insurance, utilities, and upkeep.

1) Define above terms, list them, and have children read and discuss them.
2) Have the children bring in newspaper and read listings of rental situations in Warwick. Note prices, advantages cited in listings and discuss possible disadvantages.
3) Use these listings for the development of an understanding of available forms of shelter compatible with probable income.
4) Discuss and list household budget items and costs which must be considered other than rental payments.

5) Following items should be considered in renting an apartment:

a) Salary of wage earner
b) Family size
c) Available transportation
d) Accessibility to schools and churches

3. Budgeting for Food

a. Recall from unit on Nutritional Needs the seven basic foods: vegetables, fruits, meats, eggs, milk, cereals (bread), butter or margarine.

1) Discuss and list basic food requirements. Have the children construct a poster of the basic foods.
2) Have the children write a story called "Foods I Like" and have them read the story.

b. List and discuss places where foods are bought.

c. Discuss what determines amounts of food people buy.

d. Have the children bring in newspaper ads of food sales and use for reading and arithmetic exercises.

e. Plan a field trip to a large super market. Plan teacher motivated discussion about purchase and prices for weekly supply of food for consideration, age variability, and other factors that influence size and quantity of purchases.

f. Obtain menus from a restaurant and use for reading and arithmetic work. Refer to learning during this exercise whenever a field trip occasions eating in a restaurant. Have the children relate "eating out" experiences. Emphasize manners, ordering procedures, and payment of checks. Use role playing technique to create desirable understanding.

4. Budgeting for Clothing

a. Discuss clothing as it relates to health, comfort, and attractiveness.

1) Talk about clothing worn by different workers known to members of the class.
2) Talk about clothing worn for school and social activities.

b. Supply catalogues and magazines to illustrate a practical wardrobe. Have children arrange cut-outs on a bulletin board or flannel board.

c. Discuss planning for clothes buying and decisions which must be made such as clothing distribution within the family, proportion of income allotted to clothing, spreading buying over the years, saving for major purchases, harmonizing color and design of clothing, using all clothing to best advantage, and care of clothing. Saving through care must be emphasized.

d. Dry cleansing and laundry lists can be used to indicate the costs of clothing maintenance. These lists may be used for reading and arithmetic skill development through the design of practical problems and examples.

e. Clothing advertisements in newspapers may be utilized to illustrate savings opportunities through seasonal sales purchasing.

f. Emphasize practical functional clothing which will withstand style innovations.

g. Have children develop a clothing budget based on seasonal needs for one year. Evaluation of clothing will show what can be used in another season of another year and will determine future needs. Include probable costs. Cost information can be derived from newspaper, magazine, and catalogue advertisements. Discuss the practicability of plans in relation to financial outlay, real need, growth patterns, etc.

5. Budgeting for Health

a. Recall and discuss unit "Basic Health Needs." Use children's experiences to develop concept of costs for health measures: personal care, including brushing of teeth, cleanliness and visits to doctors and dentists.

b. Plan a field trip to a hospital. Discuss ways of defraying hospital expenses: Cash, Blue Cross and Physician's Service, and other health insurance plans; payroll deductions and billing by doctors and dentists. Emphasize that good health habits reduce costs for health services. Use school accident insurance policy for example of insurance plan. How much does it cost?

c. Develop vocabulary and arithmetic exercises relative to health areas.

d. Collect, display, and use various speakers.

6. Budgeting for Transportation

   a. Discuss costs and the experiences of a class member relative to transportation. Discuss costs of various types of transportation and the advantages and disadvantages of each.

   b. Collect and compare price lists and schedules of various kinds of transportation.

   c. Figure daily, weekly, and monthly costs of transportation.

   d. Discuss importance of figuring transportation costs when selecting a job.

   e. Act out positions and duties of passengers and drivers of a bus, including practice in making change using local fare rates.

   f. Take a field trip using public transportation.

   g. Practice "calling" information requests to transportation terminals. Emphasize manners and write in all the information needed.

   h. Have the children bring in pictures, drawings, and models of various transportation media and arrange a display.

   i. Have the children survey parents and friends to find out how they travel to work, why and how much it costs them.

7. Budgeting for Recreation

   a. Discuss the recreational pursuits of pupils, and make a survey of recreational facilities in the community.

   b. Have the children write and read: "Why I Like to (Favorite Recreational Activity)," and read stories relative to recreational activities.

   c. Organize a list of equipment children indicate they need for their recreational pursuits. Have the children list approximate costs for such equipment through reference to catalogues, ads, etc.

   d. Discuss the wise use of television as a recreational medium, and television manners.

   e. Have the children talk about opportunities for attendance at dances.

1) Discuss the cost for admission
2) Discuss costs for refreshments.
3) Discuss acceptable dance hall decorum

f. Invite community recreation leaders to the class to discuss their programs or arrange field trips to the recreation centers.

g. Discuss and write list of rules for personal and related rights of others, safety rules, and property restrictions.

h. Have the children make a scrapbook illustrating leisure time activities.

i. Introduce varied hobby activities. Encourage individual participation.

8. Miscellaneous Budgeting

a. Discuss public income taxes, and fees for services. Mention moral obligation to support city, state, and country through taxes and payment of fees. Have the children talk to parents about taxes and payroll deductions. List the various kinds of taxes:

1) Income
2) City property - real and personal
3) Registration and auto license fees
4) Social Security taxes

b. Have pamphlets relative to income and social security taxes available but carefully construct chart stories to make learnings more understandable. Read short stories.

c. Have children understand that income and social security taxes are deducted from pay. Impress upon them the importance of figuring and understanding net income or the "take-home" pay when selecting a job.

d. Use social security applications and income tax forms for writing of names, addresses, and learnings of some of the vocabulary. (Unit "Finding and Applying for a Job" affords practice opportunities in filling out Social Security applications.)

e. Chart, check and stub which shows what is taken out of pay and chart pay envelopes which usually indicate deductions on the front.

f. Discuss gifts and occasions for gift-giving. Birthday, anniversaries, and traditional Christmas season gifts. Stress importance of remembering and the idea that giving should always be kept within one's means.

9. Ways of Buying

a. Discuss basic principles for wise buying: immediate need, quality, cost, quantity and need. Introduce films on money as medium of exchange, and techniques of buying.

b. Ask the children to tell about the ways people can buy things. List and explain each, also installment buying and loans. Discuss the advantages and disadvantages of paying cash, of buying on the installment plan, and taking out loans. Develop the concept of interest and relate it to installment buying and loans. Cite examples and use for arithmetic and reading lessons.

c. Recall the advantages of cash buying. Emphasize the fact that for safe keeping, large amounts of money should be kept in a bank. For purchases requiring large amount of money, credit can be obtained; that a person can be billed, and that the bill can be paid by using check for payment or money order. Cite the advantages of credit buying, but emphasize that credit should be used wisely. Explain re-claim procedures. Use newspaper advertisements for example of clothing purchases by cash or credit. Introduce charge account concept.

d. Re-define installment buying and use newspapers and catalogues for examples. Use practical examples of installment buying to show interest, down payment, and time payment.

e. Re-define "loan." Cite the advantages and disadvantages of loans. Note the various kinds of loans such as private, bank, loan companies, etc. Caution on loan sharks. Use newspaper advertisements for vocabulary and test tables that often appear in the paper indicating the amount of loan, interest, and arrangements for payment.

f. List vocabulary learned in this section and have the children arrange words in alphabetical order. Write what words mean:cash, installment buying and purchasing through the use of loans.

10. Bank and Checking Accounts

a. Display posters and literature from banks. Introduce film on banking. Visit to bank to discuss need for and the advantage of saving.

b. Have the children discuss the purposes of a bank, and what services a bank offers.

c. Arrange a field trip to a bank. Request the banker to explain banking procedures as simply as possible. Have the children ready to ask questions. Secure deposit, withdrawal and other slips used in the bank.

d. Define all banking vocabulary and have the children use it in short talks and also have them write a story about the trip to the bank.

e. Distinguish between savings and checking accounts. Discuss the advantages of each. Explain and illustrate how one can earn money by bank savings. Role playing of opening savings and checking accounts might prove interesting.

f. Develop practical problems relative to banking and have the children use bank slips for practice. Use banking vocabulary in reading and banking figures in arithmetic lessons.

g. Develop the impression that regular savings is an important part of budgeting.

C. Culminating Activities

1. Plan an exhibit of the work done in this unit.

a. Exhibit individual folders containing written work done by each member of the class.

b. Display group work, charts, vocabulary lists and arithmetic papers.

c. Use role playing to dramatize a banking situation.

D. Evaluation Activities

1. Teacher-pupil discussion to determine if proper skills and concepts have been acquired.

UNIT V: FINDING AND APPLYING FOR A JOB

I. Objectives of the Unit

A. To acquaint the pupils with the variety of sources for obtaining employment and the need to pursue all of these when searching for a job.

B. Unit Summary

1. Sources of employment opportunities

a. Friends and relatives

1) Study of ways friends and relatives can get jobs and are exposed to the knowledge of job opportunities.

b. Community placement services

1) State Department of Employment Security
2) School Placement Service
3) Personal search
4) Want ads
5) Private employment agencies
6) Rehabilitation Services

2. Development of skills necessary for applying for a job

a. Letter of application

1) Instruction in the writing of a good letter of application
2) Instruction in letter form and the addressing and stamping of envelope
3) Practice in writing letters of application

b. Telephone usage

1) How to find a telephone number
2) Dialing the phone
3) Telephone courtesy
4) Application for jobs by use of the telephone using role playing technique

c. Personal interviews

1) Needs for an interview
2) Decorum during an interview
3) Practice in role playing of interview

d. Working papers and Social Security Card

1) Laws pertaining to the issuing of and the restrictions attached to the working paper applicants and holders.
2) Filing of application forms for working papers
3) Social Security information

a) Instruction in social security regulations and methods
b) Study and use of applications for social security cards

II. Activities

A. Approach Activities

1. Discuss potential job opportunities and requirements.

2. Introduce films on techniques for applying for a job.

B. Core Activities

1. Study of Sources of Employment Opportunities

a. Discuss how friends and relatives can supply information leading to a job.

b. Secure for study and use applications used by industries known for employing educable mentally handicapped people.

c. Arrange a field trip to the local Department of Employment Security Office.

1) Use pamphlets and forms used by this department and study the vocabulary appearing on these forms.

d. Arrange a visit by the Business-Industry-School Coordinator.

1) Study and practice using forms of the School Placement Bureau.

e. Discuss getting a job by the personal search method and cite its advantages and disadvantages.

f. Have the children bring in daily newspapers and instruct for the use of these to find job listings in the want ads.

1) List jobs appearing in want ads most likely to be within the capabilities of class members.
2) Arrange some field trips to observe people working at these kinds of jobs.
3) Study the abbreviations used in want ads section of newspaper.
4) Have the children construct posters depicting the different kinds of jobs mentioned in want ads and have them label the posters.

g. Check the want ads section of the paper to determine the names and locations of local private employment agencies. Discuss these agencies, what they are, and how, and when they are used.

1) Secure pamphlets, forms, and applications used by the rehabilitation agency. Read the pamphlets and practice filling out the forms.

2. Discuss writing letters. Cite jobs listed in want ads requiring a letter of application.

a. Discuss the requirements of a good letter of application and include among these characteristics: neatness, brevity, being informative, and using correct English and correct spelling.

b. Compose and chart a model letter of application for use as a class guide.

c. Have committees compose letters of application for jobs listed in want ads.

d. Have each class member compose a letter of application for a job listed in the want ads.

3. Arrange to have a telephone and telephone books in the classroom to practice in dialing, and developing skills and manners for telephone usage.

a. Develop alphabetizing skills through exercises using the vocabulary learned in this unit.

b. Practice finding the names of members of the class in the telephone book.

c. Practice finding the names of business establishments appearing in employment opportunities column of want ads.

d. Instruct and provide practice in dialing various local and exchange numbers.

e. Discuss, point out, and practice the use of the classified telephone directory of the "yellow pages."

f. Discuss telephone courtesy.

1) Practice introducing one's self, explaining purpose for calling, thanking the telephone or switchboard operator, secretary, and personnel officer.

g. Practice applying for a job by telephone. Use jobs noted in want ads and employ role playing techniques.

h. Note jobs in want ads calling for personal interviews. Have the children use role playing technique to "arrange" interviews for these jobs.

1) Discuss dress and manners desirable for an impressive interview.
2) Practice interviewing techniques with the teacher playing the role of interviewer.
3) Arrange interviews with local resource persons.

i. Explain working paper laws.

1) Age limits
2) Working time restrictions
3) Kinds of work permitted

j. Secure working paper applications and practice filling them.

k. Explain Social Security regulations and benefits. Arrange a visit by a resource person from the Social Security Administration to discuss the regulations and benefits of Social Security.

1) Study and use Social Security card application.

C. Culminating Activities

1. Discuss the topics studied in unit.

2. Select committees to demonstrate skills learned during the unit, and plan with committees for a program to demonstrate skills learned and to exhibit the work done during the working out of the unit.

a. Exhibit charts and graphs.
b. Exhibit individual folders containing written work.

D. Evaluation Activities

1. Tests

a. Vocabulary and spelling tests and formal reading of selected job application and Social Security application blanks.

b. Formal reading of selected sections of classified ad pages of newspapers.

c. Invite school authorities and parents to observe exhibits and demonstrations for evaluation purposes.

UNIT VI: STUDY OF AVAILABLE VOCATIONAL OPPORTUNITIES

I. Objectives of the Unit

A. To expose the educable mentally handicapped pupils to the varied job opportunities available in the community.

B. Unit Summary

1. Survey of local job opportunities

a. Job listings made available by community agencies
b. Newspaper want-ad listings
c. Knowledge of jobs through friends and relatives
d. Knowledge of jobs through personal search

2. Study of pupil's potential for work and study of job requirements.

a. Abilities
b. Limitations
c. Nature of work
d. Special skills needed
e. Analysis of job as it relates to class members seemingly eligible

3. Personal characteristics necessary for employment

a. Emotional stability
b. Social maturity
c. Physical stature and health

4. Competencies needed to hold a job

a. Grooming
b. Knowledge of wages, deductions, taxes, and labor organizations, etc.

II. Activities

A. Approach Activities

1. Recall learnings from unit "Finding and Applying for a Job."

a. Discuss various jobs listed during the unit.
b. Make a new lists of jobs students remembered from previous unit.
c. Construct a job analysis sheet which will permit listing the name of job, location, skills needed, advantages and disadvantages as they relate to class members.

1) Discuss the job analysis sheet and tell the children what it will be used for.
2) Issue job analysis sheets to each member of the class.

B. Core Activities

1. Survey of local job opportunities

a. From job listings made available by local agencies such as the Department of Employment Security, select jobs which will be within the capabilities of the class member. Prepare brief descriptions. When a student is seemingly adaptable to one of these jobs, have him fill out a job analysis sheet.

b. Have students bring in newspapers each day. Check employment section of want ads each day and list jobs available. Check frequency of listings. Have students read the ads. Discuss each job listing and help students to determine if they can fulfill the requirements. If one can, have him make out a job analysis sheet.

c. Recall and discuss other ways students know how to find jobs.

2. Through personal search

a. Encourage students to talk to people they meet about jobs and to secure part-time employment or odd jobs.

b. Have them fill out job analysis sheets for jobs they learn about and seem to be within their range of abilities.

3. Study of Pupil's potential for work

a. Teacher-pupil evaluation of pupil's abilities and limitations as they relate to a job.

1) Discuss and elicit from students their thoughts about being cooperative, honest, agreeable, and being able to follow through on assigned tasks.

2) Have available for reading: stories depicting the courage and determination of handicapped people. Have students discuss what they might have done if placed in similar situations.

a) Read stories to the class about handicapped people who have done well.
b) Single out any newspaper or magazine article which might aid in adequate self-evaluation and determination.
c) Introduce teacher-prepared job application forms.
d) Have students fill in forms.

4. Personal characteristics necessary for employment

   a. Discuss proper attitudes as a requisite for keeping a job.

      1) Use role playing to illustrate the importance of these characteristics.
      2) Demonstrate beneficial as opposed to unfavorable attitudes when seeking and holding a job.
      3) Develop a personal data sheet so that students can evaluate themselves in relation to their ability to complete assigned tasks, carry out directions, accept other people's faults, cooperation, be honest, take criticism, be punctual, care for tools and materials, and be willing to lend all talents to a situation. Discuss personal data and have the children evaluate themselves periodically. Discuss individual pupil evaluations with the pupil.

   b. Discuss various kinds of work in relation to manners needed, kinds of clothing worn, and characteristics of people they know who work at specific jobs.

      1) Have students list the courtesies needed to get along with people. Discuss chart listings.
      2) Illustrate the need to practice good manners in various group situations.
      3) Read stories which offer opportunities for pointing out mature actions.

   c. Recall and discuss learnings from unit "Basic Health Needs." Have pupils select a job analysis sheet and develop a model schedule for a person working at that job. Include time for working, sleeping, eating, traveling, recreation, and taking care of personal needs. Make a poster of the model schedule; then have pupils make out schedules for themselves to follow using school in the place of work and any special activities in which they participate. When completed, select phases of pupil's schedules and have them write and read the reasons they devote time to them.

      1) Read stories relative to health or protective measures certain kinds of workers must use to maintain health.
      2) Discuss physical requirements needed for occupational efficiency.

   d. Have pupils analyze the advantages and disadvantages of several jobs in relation to their ability to travel to the job at minimum cost in time and money, hours worked and wages earned, other expenses such as union membership, deductions, etc. Develop time concepts and teach the use of a time clock. Use wages, deductions, and expenses for arithmetic.

C. Culminating Activities

1. Post vocabulary lists developed during the unit. Have pupils read the words and tell what they mean. Using vocabulary lists, have pupils write about what they learned during the unit.

2. Assign committees of pupils interested in certain job areas to gather library material relative to different occupations.

3. Arrange field trips to observe people working at jobs pupils are interested in. Have pupils write letters to arrange trips and also letters of thanks after the trip.

4. Display posters and folders or scrapbooks of pupils' work and invite school authorities, potential employers, and parents to observe the display.

D. Evaluation Activities

1. Test on vocabulary, reading, and arithmetic learned during the unit.

2. Theoretical application and review of skills learned in this unit.

Appendix I

SERVICES OF THE DIVISION OF VOCATIONAL REHABILITATION
(State Department of Education)

Any or all of the following services are available to any individual fourteen years of age or older who has a physical or emotional condition which may in some way affect his adjustment to school and/or work.

Services our Agency can provide:

*1. Medical diagnosis (general medical exam, specialist exam, etc.; a complete medical work-up is offered to determine the nature and extent of the disability).

2. Medical treatment (surgery, psychotherapy, hospitalization, etc.; any treatment which may possibly reduce or eliminate the disability is offered to each client).

3. Artificial limbs, hearing aids, artificial eyes and other prosthetic appliances can be purchased where indicated.

*4. Individual counseling and guidance along with psychological testing to assist the client in making a vocational choice.

5. Training to attain the vocational choice (tuition for college, trade school, business school, on-the-job).

6. While in training we can pay for board and room, books and supplies, other training materials.

7. Maintenance and transportation during treatment or training.

8. Tools, equipment, licenses, or initial stocks and supplies to start a client in a small business.

*9. Help in placement in a job commensurate with the individual's physical and mental capacities.

*10. Follow-up to ensure that the client and employer are satisfied with the placement. Each client is followed for at least thirty days after he starts a job.

*Services preceded by asterisks, (Nos. 1, 4, 9, 10) can be furnished without cost to the client or his family. The other services are paid for to the extent the client cannot pay for them.

The following are examples of the types of conditions which would make a person eligible: Emotional disturbance, Vision loss, Hearing loss, Retardation, Loss of any limb, Paralysis of any portion of the body, Marked underachieving, Chronic skin condition, Multiple sclerosis, Muscular dystrophy, Speech defect, Heart condition, Prominent facial disfigurement, Any neurological condition, Epilepsy, Brain damage, etc.

Appendix II

PARENT-STUDENT-SCHOOL AGREEMENT

Before being approved for the Instructional-Work Experience Program each student and his (or her) parent or guardian should sign the following agreement:

WARWICK PUBLIC SCHOOLS

If I am permitted to enter employment through the Instructional-Work Experience program, I agree to comply with the following regulations:

1. Good attendance at school and on the job.
2. Punctuality at school and on the job.
3. If I am unable to report to work, I will notify both school and my employer.

_____
Student

Permission is granted for the above named student to participate in the Instructional-Work Experience Program.

_____
Parent or Guardian

Appendix III

WARWICK PUBLIC SCHOOLS

Student Information Sheet

Instructional-Work Experience Program

For the school year 19__ 19__

Name _____ Age_____ Birth Date_____
Last First Initial

Address_____ Phone_____ Soc. Sec. Number_____

Parents's_____
Last Father's first Mother's first

Father's Occupation _____ Where Employed_____ Phone_____

Mother's Occuaption _____ Where Employed_____ Phone_____

General Health (Medication, glasses, etc.)_____

_____

_____

Date_____ Parent_____

Appendix IV

WARWICK PUBLIC SCHOOLS
Instructional-Work Experience Program

ENROLLEE PROGRESS REPORT

NAME _____

WORK STATION _____ CLASSIFICATION _____

TEACHER _____ B.I.S.C SUPERVISOR _____

DATE _____

READ STATEMENTS BELOW AND PLACE A CHECK MARK IN THE BOX THAT BEST DESCRIBES THIS INDIVIDUAL

1. Attendance	Poor	Fair	Good	Excellent
2. Punctuality	Always Late	On time but needs prodding	On time most of the time	Always on time
3. Appearance	Untidy, Careless	Clean but careless of appear.	Average in grooming	Neat and well-groomed
4. Dependability	Needs constant watching	Responsible, needs direction	Needs no discipline	Highly dependable
5. Ability to Learn	Unable to learn	Slow learner	Average	Outstanding
6. Relations with others	Surly, troublesome	Difficult to work with	Cooperative, pleasant	Excellent
7. Emotional Stability	Looses head easily	Unresponsive	Usually well-controlled	Always well-controlled
8. Industry, Energy	Usually indifferent	Lazy	Average	Willing to do more
9. Leadership	Unable to lead	Not usually a leader	Shows some leadership	Good leadership
10. Quality of Work	Poor	Fair	Good	Outstanding
11. Overall Rating	Poor	Fair	Good	Outstanding

PLEASE ADD ANY COMMENTS THAT WILL BE HELPFUL IN THE TRAINING OF THIS INDIVIDUAL:

_____

_____

_____

_____

SIGNED _____

TITLE _____

Appendix V

PUBLIC SCHOOLS

WARWICK, RHODE ISLAND

CERTIFICATE OF ACHIEVEMENT

This is to certify that _____ has satisfactorily met the minimum requirements for the secondary program in Special Education as required by the Warwick Public Schools while in the Instructional-Work Experience Program for _____ semesters.

Date_____

_____
Teacher

_____
Director

BIBLIOGRAPHY

1. Alabama State Department of Education
   A Guide For Teachers of Educable Mentally Handicapped, 1960.

2. Baumgartner, Bernice B.
   Guiding the Retarded Child - An Approach to a Total Educational Program.
   New York. The Joslin Day Co., 1965.

3. Bureau of Publications, Seattle, Washington
   The Special Child, Diagnosis, Treatment, Habilatation. 1962.

4. Cincinnati Public Schools.
   The Slow Learning Program in the Elementary and Secondary Schools.
   Curriculum Bulletin 119, 1964.

5. Cohen, Julius S.
   The Retarded in the Work World
   California State College, 1964.

6. Cruickshank, William M. (ed.)
   Psychology of Exceptional Children and Youth. (2nd Ed. revised)
   Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1963.

7. DeMichael, Salvatore G.
   New Vocational Pathways for the Mentally Retarded.
   American Rehabilitation Counseling Association, 1605 New Hampshire Avenue, N. W., Washington, D. C., 1966.

8. Department of Public Instruction, Bismark, North Dakota
   Guide to Special Education in North Dakota, 1965.

9. Garton, Malinda D.
   Teaching the Educable Mentally Retarded
   Practical Methods, Springfield, Illinois, Charles C. Thomas, 1964.

10. Hudson, Margaret
    A Pilot Study of the Effectiveness of Establishing and Using Community Learning Stations for Educable Mentally Retarded Youth.
    Journal of Division of Mental Retardation. April, 1967.

11. Kolstac, Olive P. and Frey, Roger M.
    A High School Work-Study Program for Mentally Sub-Normal Students
    Carbondale, Illinois, Southern Illinois University Press, 1965.

12. Peck, John R.
    The Work Study Program, "A Critical Phase of Preparation", Education and Training of the Mentally Retarded., Vol. 1, No. 2, April, 1966.

13. Portland Public Schools, Portland, Oregon
Handbook for Teacher, 1965.

14. Sengstock, Wayne L.
Planning an In-School Work Experience Program for Educable Mentally Retarded Boys and Girls.
The High School Journal - Volume XLVIII No. 3, December, 1964,
University of North Carolina Press, Chapel Hill, North Carolina.

15. Texas Education Agency, Austin, Texas
Plan for Rehabilitation of Mentally Retarded, 1966.

16. U. S. Department of Labor
Guide to Job Placement of the Mentally Retarded.
U. S. Government Printing Office, 1964.

17. William A. Frankel.
The Mentally Retarded and Their Rehabilitation
A Resource Handbook, 1961.

18. Younie, William J.
Guidelines for Establishing School-Work-Study Programs
State Education Service
State Department of Education, Richmond, Virginia
Vol. 48, No. 10, June, 1966.